

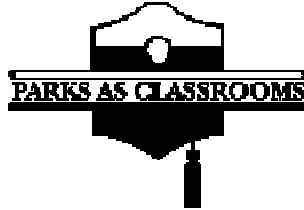


BOOKER T. WASHINGTON NATIONAL MONUMENT

THE MISSION

Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington while interpreting his life experiences and significance in American History as the most powerful African-American between 1895 and 1915. The park provides a resource for public education and a focal point for continuing discussions about the legacies of Booker T. Washington and the evolving context of race in American society.

Booker T. Washington National Monument



MISSION STATEMENT **FOR** **EDUCATIONAL PROGRAMS**

It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs as specified in the Standards of Learning for Virginia Public Schools utilizing the park as a classroom. The programs and activities included in the Educational Guide to Booker T. Washington National Monument are designed to meet these requirements while introducing students to the life of the young slave boy, Booker.

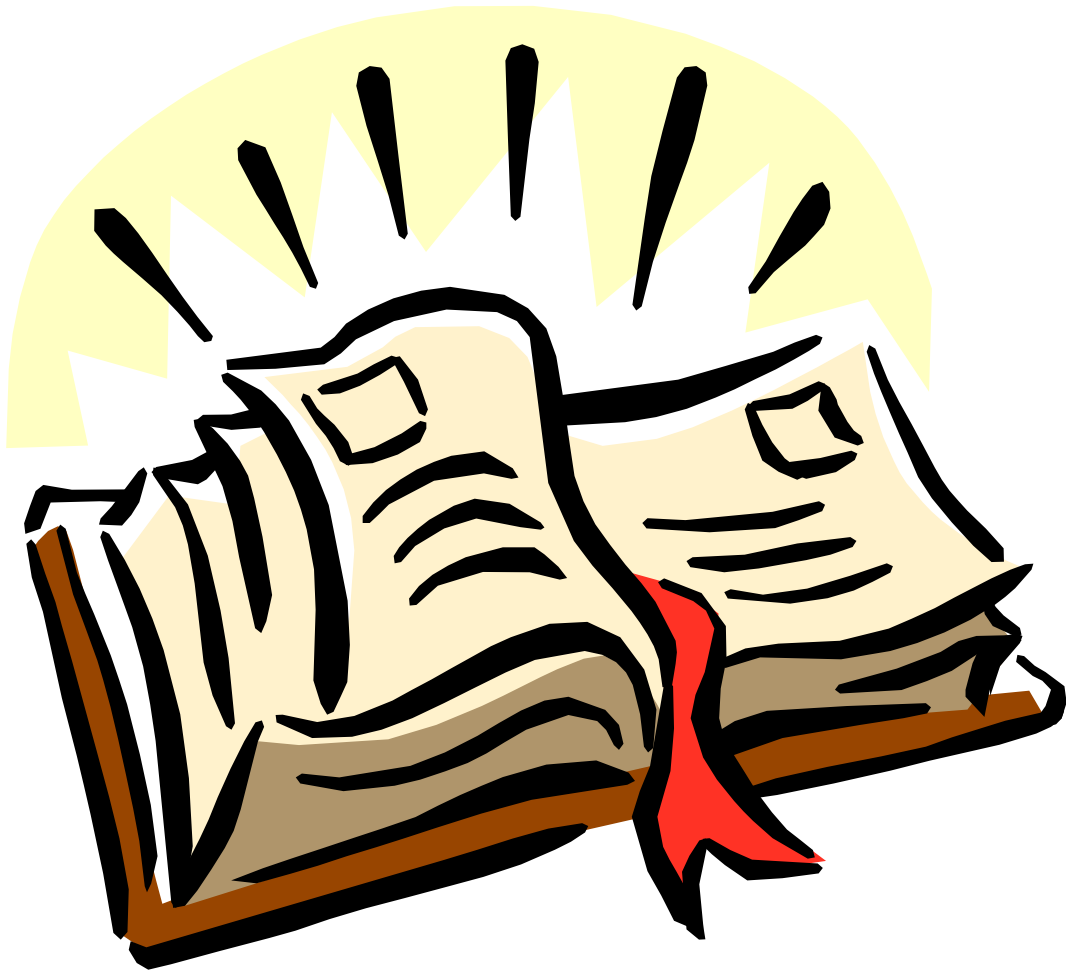
By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for the problems and hardships of the people in Franklin County over a century ago, especially those of African American descent.

The activities included in this guide enable students to investigate, research, and participate in "hands on" learning experiences. They will build a strong foundation in communication skills, research techniques, computer skills, writing, and thinking in terms of multiple points of view. These activities also have cross-curriculum applications.

At Booker T. Washington National Monument, students will learn about the cultural diversity that makes up Franklin County, Virginia. It is the hope of Booker T. Washington National Monument's educational staff that by learning about the past and the life of Booker T. Washington that we can evolve in our understanding of the context of race in our American Society.

Each program content page details how the park can serve as a classroom. It describes unit activities and gives specific objectives for each lesson. Standards of Learning for Virginia Public Schools are stated at the top of each table of contents.

Choices In Black And White



THE CHOICES OF OWNER AND SLAVE

TABLE OF CONTENTS FOR "CHOICES IN BLACK AND WHITE"

Learning Activities for Students Grades 2-3

"Choices in Black and White" is a unit of activities designed to help students realize that they have many choices as a child that Booker never had as a slave.

Standards of Learning for Virginia Public Schools that are met by a visit to the site and the learning activities.

History and Social Science: 2.4, 2.9, 3.11, 3.12, and 3.13

Mathematics: 2.21 and 3.21

English: 2.2, 2.3, 3.2, and 3.8

Pre-Visit Activities

1. Vocabulary
Designed to help students become familiar with the terms used in activities and on their trip.
2. Choices
Students will collect and compile data and construct a bar graph showing results.
3. Map Activity
Students will label a map of the Southeastern U.S. emphasizing places important to Booker T. Washington.
4. Map of Southeastern U.S.
Duplicate for Map Activity
5. Freedom
Students will compose a class poem.
6. Venn Diagram
Students will compare the rights of Booker as a slave child to the rights that they enjoy today.

Post-Visit Activities

7. Timeline
Students will construct a timeline of Booker T. Washington's life.
8. Dear President Lincoln
Students will write a postcard to President Lincoln telling him how it feels to be a newly freed slave.
9. Postcard
Duplicate for Dear President Lincoln activity

10. Diorama

Students will construct a diorama and give an oral report to the class.

11. Underground Railroad

Students will listen to readings and discuss the Underground Railroad.

12. Booker's Story

Students will write about important moments in Booker's life and illustrate.

PRE-VISIT ACTIVITY

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

Subject: Language Arts, Social Studies

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. "big house": the house that the owners of the plantation lived in
2. civil rights: rights granted to the citizens of the U.S. of America by the Constitution
3. Constitution: the supreme law of the federal government since 1789; the blueprint of the government of the U.S.
4. emancipation: freedom, especially of the slaves in the U.S.
5. freedom: the absence of restraints
6. planter: the owner or manager of a plantation
7. privilege: a right granted to a person or group of persons that is not enjoyed by others
8. property: a thing or things that are owned
9. rights: things a human being is entitled to
10. slave: a person who is owned by another person by capture, birth, or purchase and must work for the owner with no pay
11. slavery: the institution of ownership of slaves

PRE-VISIT ACTIVITY

CHOICES

Objective: Students will collect and compile data and construct a bar graph showing results.

Subject: Math, Social Studies

Materials: Pencil, paper, graph paper, colored pens or crayons

Procedure:

1. Collect data. Have students collect for two or three days the types of choices they are allowed to make. Examples: What they wear. What they eat. What they watch on television.
2. Have students tally the number of times that they make each of these choices.
3. In class discuss the types of choices that students are allowed to make.
4. Compile the list and count the tallies for the entire class.
5. Take the top 3-5 choices and construct a bar graph showing the class results.

PRE-VISIT ACTIVITY

MAP ACTIVITY

Objective: Students will label a map of the Southeastern U.S. emphasizing places important to Booker T. Washington.

Subject: Social Studies

Materials: Pencil, crayons, map

Procedure:

1. Run off maps of the Southeastern U.S. Map attached.
2. Label all states on the map.
3. Locate the birthplace of Booker T. Washington. (Hale's Ford, Virginia; now Hardy) Color this state green.
4. Locate the state that Booker and his family moved to after they received their freedom. (Malden, West Virginia) Color this state yellow.
5. Locate the state in which Booker T. Washington established the Tuskegee Institute. (Tuskegee, Alabama) Color this state red.
6. After your visit to the park, have students take out the map and discuss in more detail Booker's story.

Name _____ Date _____

United States Map - East/Southeast



PRE-VISIT ACTIVITY

FREEDOM

Objective: Students will compose a class poem.

Subject: Language Arts, Social Studies

Materials: Pencil, paper, chart

Procedure:

1. Discuss freedom and what it means, especially as an American.
2. Have each student write three phrases/sentences "Freedom is..." and fill in what they believe freedom is.
3. Have students select the one phrase/sentence they feel is best.
4. Compose student ideas on a chart in the following form:
"Freedom is"... List 3 phrases.
"Our freedoms are important."
"Freedom is"... List 3 phrases.
"Our freedoms are guaranteed."
"Freedom is"... List 3 phrases.
"Our freedoms are precious."
"Freedom is"... List 3 phrases.
"Our freedom must be protected."
"Freedom is" ... List 3 phrases.
"Freedom is our right."
5. Discuss with students another word that means freedom, emancipation. Discuss the "Emancipation Proclamation," and why it was important. Help students realize that a slave didn't have these freedoms. Discuss that freedom can mean different things to different people.

PRE-VISIT ACTIVITY

VENN DIAGRAM

Objectives: Students will compare the rights of Booker T. Washington as a slave child to the rights that they enjoy today.

Subject: Social Studies

Materials: Paper and pencil

Procedure:

1. Define and discuss rights.
2. Draw a Venn diagram.
3. List the rights that Booker had as a child during slavery.
4. List the rights that students have today.
5. Compare the two by placing them on the Venn diagram.
6. Compare the differences between Booker's rights as a slave and the rights of students today.

POST-VISIT ACTIVITY

TIMELINE

Objective: Students will construct a timeline of Booker T. Washington's life.

Subject: Social Studies

Materials: Unlined paper and pencil

Procedure:

1. Discuss what you learned during your trip to Booker T. Washington National Monument.
2. List on the board any important dates or events that students remember.
3. Have students construct a timeline with these important dates and events.
4. The following are events that can be placed on the timeline:
 - a. 1856 - Booker is born.
 - b. 1865 - Emancipated family goes to Malden, West Virginia.
 - c. 1872 - Booker leaves Malden for Hampton.
 - d. 1875 - Booker graduates from Hampton.
 - e. 1881 - Mr. Washington founds Tuskegee Institute.
 - f. 1881-1915 Mr. Washington is a leader in education, a famous speaker, and an advisor to three Presidents of the United States.
 - g. 1899 - Mr. Washington has tea with Queen Victoria of England.
 - h. 1901 - Mr. Washington has a controversial dinner at the White House.
 - i. 1915 - Booker T. Washington dies.

POST-VISIT ACTIVITY

DEAR PRESIDENT LINCOLN

Objective: Students will write a postcard to President Lincoln telling him how it feels to be a newly freed slave.

Subject: Language Arts, Social Studies

Materials: Postcard, pen or pencil

Procedure:

1. Discuss the word emancipation and the Emancipation Proclamation.
2. Discuss how students would feel after emancipation if they were slaves.
3. Have the students write a message to President Abraham Lincoln on a postcard telling how it feels to be free.

POST-VISIT ACTIVITY

DIORAMA

Objective: To construct a diorama about Booker and report to the class about the project.

Subject: Art, Social Studies, speaking skills

Materials: Shoebox paints, clay, cloth, pipe cleaners, basically any material students wish to use

Procedure:

1. A diorama is basically a scene in a box. This project can be done individually or as a group activity.
2. Have students think of a scene from Booker T. Washington's life that they would like to illustrate.
3. Have students turn a shoebox on its side and construct a scene out of various materials.
4. Have students find as much information as they can about this part of Booker's life. Teachers could expand this beyond what was given at the monument.
5. Let students share their diorama and report their findings in front of the class.

POST-VISIT ACTIVITY

UNDERGROUND RAILROAD

Objective: Students will listen to readings and discuss the Underground Railroad.

Subject: Language Arts, Social Studies

Materials: Book

Procedure:

1. Find a good book on the Underground Railroad.

Suggestions:

Follow the Drinking Gourd by Jeanette Winter

If You Traveled On the Underground Railroad by Ellen Levine

The Story of Harriet Tubman - Freedom Train by Dorothy Sterling

These are just suggestions. Any good, accurate book on the Underground Railroad would work.

2. Read the book aloud to students.
3. After the book is read, discuss it with the students. Be sure that students realize that the Underground Railroad was not a real railroad. Discuss how it worked. Also point out that this was a choice that a slave could make. Discuss why all slaves didn't make this escape.

POST-VISIT ACTIVITY

BOOKER'S STORY

Objective: Students will write about important moments in Booker's life and illustrate.

Subject: Art, Language Arts, Social Studies

Materials: Pencil, paper, construction paper, drawing pens or crayons, staples

Procedure:

1. Discuss your visit to Booker T. Washington National Monument with students emphasizing Booker's story and the choices that he could or could not make.
2. Have students decide if they would like to do a project on the choices that Booker could make or those he could not.
3. Another option might be to concentrate on Booker's early life on the Burrough's plantation.
4. Students will construct a four-sided pyramid. Each side is to contain an illustration of either a choice that Booker could make or couldn't make or a scene from his life.
5. Below each picture students will write a caption on notebook paper that describes each illustration. It should be one or two sentences in length.
6. Students should share their project.

APPENDIX

Children's Booklist

- Amper, Thomas, *Booker T. Washington*. Carolrhoda Books, Inc., Minneapolis, 1998.
- Bisson, Terry, *Nat Turner Slave Revolt Leader*. Chelsea House Publishers, NY, 1998.
- Bradbury, Marie, *More Than Anything Else*. Orchard Books, NY, 1985.
- Collins, James L., *John Brown and the Fight Against Slavery*. The Millbrook Press, Brookfield, Connecticut, 1991.
- Elish, Dan, *Harriet Tubman and the Underground Railroad*. The Millbrook Press, Brookfield, Connecticut, 1993.
- Hamilton, Virginia, *American Black Folktales*. Alfred A. Knopf, NY, 1985.
- Hamilton, Virginia, *Many Thousand Gone: African Americans from Slavery to Freedom*. Alfred A. Knopf, NY, 1993.
- Hopkins, Deborah, *Sweet Clara and the Freedom Quilt*. Dragonfly Books, Alfred A. Knopf, NY, 1993.
- Jones, J. Jewell, *Chalk Stories of Extraordinary African Americans*. Pieces of Learning, Dayton, Ohio, 1998.
- Katz, William Loren, *A History of Multicultural America, The Civil War to the Last Frontier, 1850-1880s*. Raintree Steck-Vaughn, Austin, Texas, 1993.
- Levine, Ellen, *If You Traveled on the Underground Railroad*. Scholastic, Inc., NY, 1993.
- Patterson, Lillie, *A Discovery Biography: Booker T. Washington Leader of His People*. Chelsea Juniors, NY, 1991.
- Roberts, Jack L., *Booker T. Washington Educator and Leader*. The Millbrook Press, Brookfield, Connecticut, 1995.
- Schroeder, Alan, *Booker T. Washington Educator and Racial Spokesman*. Chelsea House Publishers, NY, 1992.

Adult Booklist

Harlan, Louis R., *Booker T. Washington, the Wizard of Tuskegee, 1901-1915*. Oxford University Press, 1983.

Harlan, Louis R., *The Making of a Black Leader, 1856-1901*. Oxford University Press, NY, 1972.

King, Wilma, *Stolen Childhood Slave Youth in Nineteenth-Century America*. Indiana University Press, Bloomington, IN, 1995.

Loewen, James W., *Lies My Teacher Told Me*. Simon & Schuster, NY, 1996.

Mackintosh, Barry, *Booker T. Washington An Appreciation of the Man and his Times*. National Park Service, 1972.

Rand, Donna, *Black Books Galore Guide to Great African American Children's Books*. John Wiley & Sons, Inc., NY, 1998.

Washington, Booker T., *Up From Slavery*. Penguin Books, NY, 1986.

The Booker T. Washington Story

Booker T. Washington was born in the spring of 1856 on the tobacco farm belonging to James and Elizabeth Burroughs. His mother, a slave called Jane, was the cook for the farm. His father was thought to have been a local white man.

Booker, his mother, brother and sister lived in a small log cabin. The cabin was not only the family's home, but was also used as the kitchen for the plantation. It had no windows. Openings in the side let in the light...but also the cold winter air. There was no wooden floor. Booker later said that he and his family slept on "a bundle of filthy rags laid upon the dirt floor."

Booker's mother often prayed that one day she and her family would be free. The day of freedom finally came at the end of the Civil War when Booker was nine years old. A Union officer read the Emancipation Proclamation from the front porch of the Burroughs house, and all the people who had been held in slavery, including Jane and her children, were freed.

Booker's mother decided to take her children to Malden, West Virginia, where her husband was working in the salt mines. In Malden, Booker began his education. First, he used a spelling book to learn the alphabet. Later, he was able to go to school--although he still had to work to help support his family. He got up early in the morning to work in the coal mines for five hours before going to school at 9:00 a.m. When school was finished for the day, he went back to the mine again.

Washington heard about Hampton Institute, a school for African Americans. Even though it was in Hampton, Virginia, 500 miles away, Booker was determined to go there. He walked most of the 500 miles to school.

Washington received the education he wanted at Hampton Institute while working as a janitor. After graduating, he returned to Malden to teach others. He paid for his brother to attend Hampton too.

Later, Washington returned to Hampton Institute as a teacher. When a group from Tuskegee, Alabama, wrote to Hampton Institute asking for a teacher to start a school, the principal recommended Booker.

When Washington arrived at Tuskegee, there were no buildings and no students. He decided that students at Tuskegee would learn vocational skills while studying practical subjects. Over the years, students built most of the buildings at the school. Students also grew most of the food served at the school. Today, the school is called Tuskegee University and remains a prestigious Historically Black University.

Washington traveled throughout the country to raise money for the school. He gave many speeches. In 1895, he gave a speech called "The Atlanta Address." This speech made him famous because it encouraged economic progress while not challenging racial segregation, a very controversial subject.

In his later years, Washington became even better known. His autobiography, *Up From Slavery*, was one of 13 books he published. He received an honorary degree from Harvard University. He was an adviser to three Presidents--William McKinley, Theodore Roosevelt, and William Howard Taft.

Dr. Booker T. Washington died in 1915. He is buried on the campus of Tuskegee University in Alabama.

Emancipation Proclamation

Lincoln signed the following official version of the proclamation on January 1, 1863:

Whereas, on the twenty-second day of September,* in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans) Mississippi, Alabama, Florida, Georgia,

South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princes, Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued. And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages. And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service. And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God. In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

*President Lincoln published a preliminary Emancipation Proclamation on September 22, 1862, just five days after the Battle of Antietam.

Educational Guide to Booker T. Washington National Monument



Teacher Evaluation

Your feedback is important to us. Please take a few minutes and complete this evaluation form. Thank you.

Teacher's Name (optional):

School Name (optional):

School Address:

Grade:

1. Overall, was this guide useful to you? Did it enhance your students' visit to Booker T. Washington National Monument? Would you recommend it to another teacher?

2. Which activities did you utilize? Were the activities clear and useful to you?

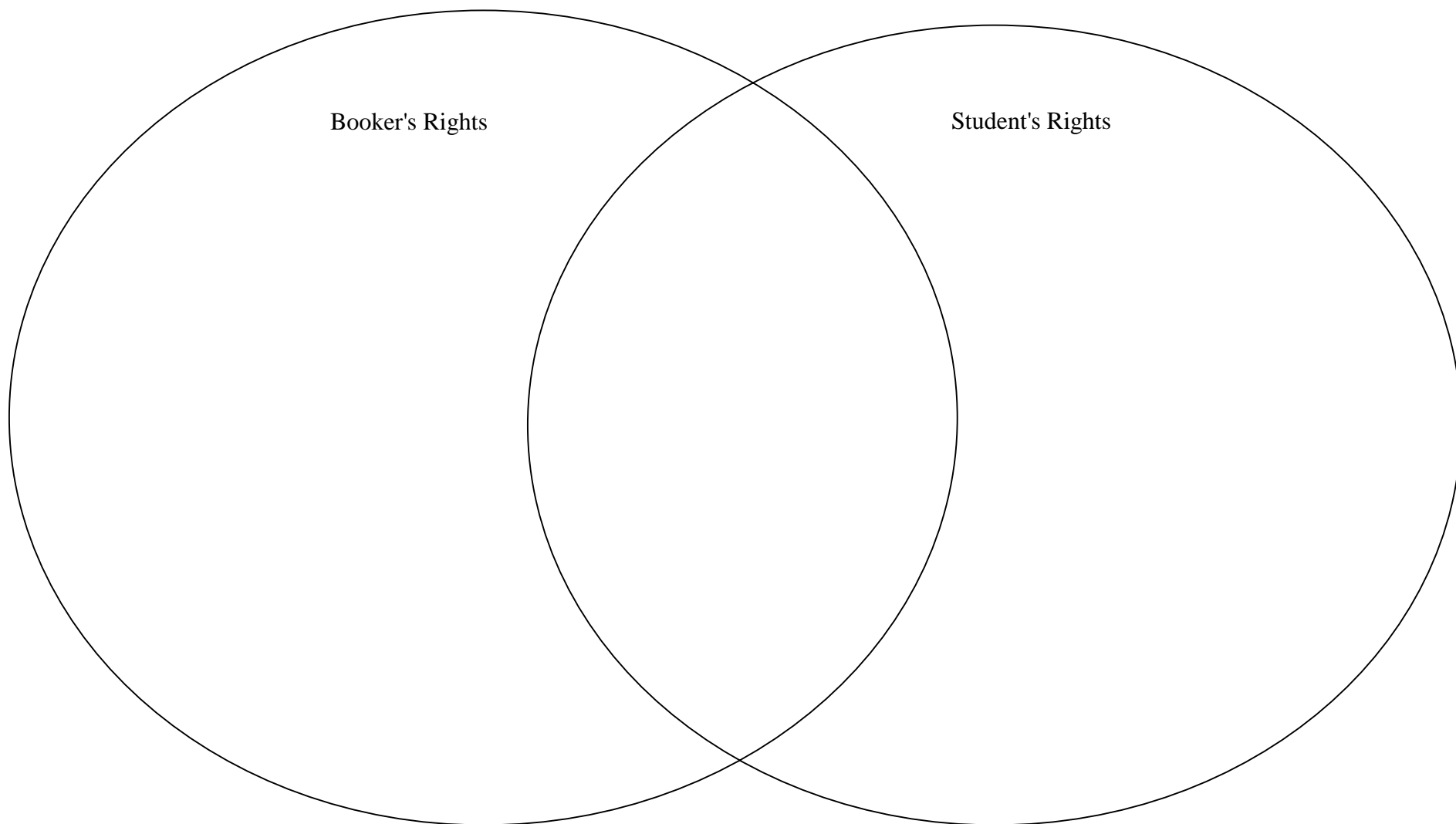
3. What improvements could be made to the activities? To the educational guide?

4. Any additional comments?

After completing this evaluation form, please turn sheet over, fold, affix postage, and mail. Thank you.

Dear President Lincoln,

President Abraham Lincoln
The White House
Pennsylvania Avenue
Washington, D.C. U.S.A.



Booker's Rights

Student's Rights